







Mississippi Department of Education's COACHING MODEL

The MDE's coaching model has been proven to be an effective method of transforming Mississippi schools. Developed around Transformational Coaching, it is a powerful, comprehensive, and systematic way to plan and organize coaching supports. The MDE has/will deploy coach support in the following areas: Early Childhood, Literacy, Leadership (School Improvement), Inclusive Instruction (SSIP), Mathematics, and Digital Learning.

Coaching Model Components

Comprehensive Coach Training 	Goal Setting 	Effective Communication 	Reporting and Accountability 	Educator Development 	Collaboration and Effective Partnership 
<ul style="list-style-type: none"> ○ Initial coach training ○ Ongoing internal coach training: monthly whole group meeting(s); monthly regional meetings ○ In-field support, i.e., regional visits, coach shadowing, learning walks, etc. 	<ul style="list-style-type: none"> ○ Five-step goal setting process (SMART Goals) ○ School-level action plans, to be frequently reviewed ○ Utilize Screener and diagnostic data as a primary source for planning sequential, systematic, explicit, and cumulative instruction 	<ul style="list-style-type: none"> ○ Effective writing, nonverbal, and verbal communication skills, including subjective vs. objective communication ○ Motivating others to perform at high standards ○ High degree of professionalism to ensure and protect the confidentiality of educators and students ○ District and Coach Partnership 	<ul style="list-style-type: none"> ○ Monitoring services, i.e., monthly reports, performance evaluations, comprehensive reports, etc. ○ Analyze and use multiple data points for instructional purposes, i.e., progress monitoring data, benchmark data, etc. ○ Set annual goals utilizing multiple data points 	<ul style="list-style-type: none"> ○ The Coaching Continuum: pre-conference, observe, model, co-teach, post-conference ○ Developmental Continuum for Teachers: regular PD and PLCs ○ Focus on developing teacher-leaders for the purpose of building sustainability among schools ○ Leadership accountability and development 	<ul style="list-style-type: none"> ○ Family/Community as Partners trainings ○ Teacher/Coach partnership ○ Principal/Coach partnership ○ District/Coach partnership ○ MDE/Coach partnership (OEER, School Improvement, Special Education) ○ Ability to orchestrate change by leading others in a collaborative process

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District Leadership

- attends Fall and Winter Learning Walks; assists principals, coaches, and lead teachers in providing regular feedback
- reviews monthly reports with campus administrators to provide State and Regional Coordinators with ongoing feedback on the effectiveness of coaching and the implementation of best practices
- attends on-going training and support for school-based educators within and across the district



School Administrative Team

- communicates through both words and behaviors that the coach is **not** evaluating the performance of the teachers
- holds staff accountable for working with the coach to improve instruction; meets regularly with coaches and teachers to review data and make recommendations for adjustments in instructional practices (i.e., Science of Reading [SOR], Mississippi Professional Growth System, etc.), implementation of content specific curriculum with integrity, and participates in analyzing data
- provides an opportunity for collaboration in the development of the *School-wide Action Plan*
- attends Fall and Winter Learning Walks; follows through with coaching strategies and practices including clear, practical, timely, and candid written and verbal feedback to teachers relating to their instruction
- attends, designs, and conducts collaborative staff/coach meetings (traditional, hybrid, and/or virtual)



Coach

- helps teachers recognize their instructional knowledge and strengths and areas of growth by supporting teachers and leaders in their learning and application of new knowledge and instructional practices
- uses data to provide differentiated support to recommend changes to improve school-wide and/or classroom instructional practices to individual teachers or small groups by grade level, by department, or by skill level
- provides support for goal achievement (i.e., discussing needs and progress toward implementation of the school action plan)
- promptly submits reports on progress of teaching and learning specific to the supports provided to assigned schools
- promotes networking to improve student achievement while training educators across the state
- engages in the Coaching Continuum; (pre-conference, observe, model, co-teach, post conference) with evidence-based, systematic, and explicit instructional delivery methods
- interprets assessments and uses data to determine professional development needs

GOAL

The Mississippi Department of Education's goal is to improve and sustain student achievement through:

- Building educators' instructional capacity across the curriculum
- Promoting school-wide culture for learning that includes all stakeholders
- Enhancing and refining instruction and interventions
- Targeting instructional coaching using the gradual-release model